

ACCESSIBILITY PLAN (SENDA)

Legislation

The Disability Act 1995, extended to education by the Special Educational Needs and Disability Act 2001, makes it unlawful to discriminate against disabled pupils, applicants or potential pupils.

Lyndhurst School acknowledges its duty towards pupils, staff, parents, governors and members of the wider community who have a disability.

Lyndhurst School recognises that it is unlawful:

- To treat a disabled pupil or prospective pupil less favourably for a reason related to his/her disability than someone to whom that reason was not applied, without justification in doing so.
- To fail to make reasonable adjustments to normal admission arrangements and in relation to education and associated services to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils, without justification for doing so.

In order to count as unlawful discrimination, less favourable treatment must meet three tests:

- The less favourable treatment must be for a reason related to the child's disability
- It must be less favourable treatment than that given to another child to whom that reason does not apply
- The less favourable treatment cannot be justified

There are two ways in which less favourable treatment may be justified: either

- It is a result of a "permitted form of selection" or

Duty to Make Reasonable Adjustments

The School will take "reasonable" steps to ensure that disabled pupils and prospective disabled pupils are not placed at a substantial disadvantage in comparison with those who are not disabled.

Education

The School will comply with the new statutory obligations and will attempt to ensure that no pupils are disadvantaged through barriers to learning or inappropriate teaching styles. The School will encourage disabled pupils to take part in extra-curricular activities on offer.

Whenever an existing pupil or prospective pupil is declared to be disabled a review will be undertaken to determine whether there are “reasonable adjustments” which could be made to enable the pupil to attend Lyndhurst School and benefit from the curriculum and extra-curricular opportunities.

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AUDIT OF CURRICULUM RE DISABILITY ACT

Increasing accessibility of the Curriculum

1. Staff Training

A review of the training needs of staff is regularly carried out and appropriate specialist help sought e.g. Dyslexia training, whole school INSET on teaching and learning styles, first aid training, use of epi-pen training for all staff and focused guidance on Diabetes and Muscular Dystrophy.

2. Teaching and Learning

Lessons provide opportunities for all pupils to achieve i.e.

- mixed ability classes ensure a differentiated approach to learning with specific support available both in and out of the classroom.
- streamed classes in Maths ensure that work is targeted at particular learning needs.
- ability groups in Maths (KS2) ensure that work is targeted at particular learning needs.

Individual needs are taken into account once they have been identified.

Teachers are responsible for providing a differentiated approach to lessons and to use a variety of teaching and learning styles in order to be responsive to pupil diversity.

There are opportunities for work to be done by individuals, in pairs, in groups and by the whole class.

All pupils, at whatever level of attainment, are encouraged to take part fully in the curriculum including music, drama, and physical activities and a broad range of extra - curricular activities.

Extra time is given in tests and examinations for those pupils with recognised disabilities as well as adopting approaches in class which will aid the pupil e.g. photocopied notes, coloured filters, scribing.

All pupils at present in the school have access to computer technology.

School visits are open to all pupils though the necessary health and safety guidelines would also need to be met in the case of pupils with disabilities.

Assemblies and PSHE lessons provide opportunities to discuss issues relating to disability and to promote understanding.

Lyndhurst School: Annual Assessment Outline

Year Group	Autumn 1st Half	Autumn 2nd Half	Spring 1st Half	Spring 2nd Half	Summer 1st Half	Summer 2nd Half
Reception	Baseline Tests					NFER 5 Maths & English
Year 1	MIST Screening					NFER 6 Maths & English R&Sp Ages
Year 2			PIPS		VR: NRIT Levels 1-3	Eng/Maths/Sci (SATS Level) R&Sp Ages
Year 3				NFER 8 Maths & English	VR: NFER 8-9	Eng/Maths/Sci Optional SATS R&Sp Ages
Year 4			VR: NFER 8-9		PIPS	Eng/Maths/Sci Optional SATS R&Sp Ages
Year 5				NFER 10 Maths & English	VR: NFER 10-11	Maths/Sci Optional SATS Eng CE Paper R&Sp Ages
Year 6	Numeracy Test & NFER 10-11	English & Maths Common Entrance Mock Exams	PIPS			Research Project Science Exam R&Sp Ages

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Lyndhurst School

Disability Discrimination Act – Current position and plans to improving access to the physical environment.

At the current time there is suitable access to the lower levels of both the old building and the millennium building. Access to the second floors is possible for those with limited mobility. When required we would arrange for the main teaching classroom for those with disabilities to be on the lower level. Toilet facilities are available on the second floor level of the old building.

Access to the computer suite on the first floor of the main building is somewhat restricted.

Access is possible to all outdoor play areas in the main school.

Much of the school's sporting activity (including swimming) takes place at the Camberley Arena. This is about 800 yards away from the school and is accessible with a wheelchair along sufficiently wide pavements, across a 'Zebra' crossing which was installed at the school's request, and along a path around the community fields. From October to March a bus takes younger pupils to the arena, and would be arranged to take disabled pupils as appropriate.

Two years ago new toilet facilities in the main school, including those for the disabled, were created to replace the old outside staff toilets. Prior to this there had been no disabled toilet facility. All facilities in the recently refurbished Nursery meet current legislation

Access to the assembly hall and music room are possible with wheel chair access to the music room available through the fire door. Plans have been drawn up for the rebuilding of the school hall, and improved disabled access will be part of this when the hall is built.

The limited size of the site means that no child or staff member has far to travel between classes or for activities within the school.

Emergency evacuation procedures are currently only of an auditory nature (continuous ringing of bell).

The décor and signage of the school is kept plain. Nothing within the décor or signage is confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.

All areas of the school are well lit. All emergency lighting is checked monthly and any faults rectified.

Most classrooms are acoustically well insulated and noise between classrooms would be unlikely to affect pupils with hearing impairment. The small class sizes at Lyndhurst School mean that ambient noise is usually at a low level.

Lyndhurst School has a qualified nurse on duty during the school day. The school is prepared to both monitor the medical condition of pupils, and to supervise the taking of prescribed medication, as requested in writing by a qualified medical officer and with written instructions from those with parental authority. This currently happens in the case of, for example, diabetes.

Furniture is selected to match the size (age) of pupils. Where specific additional furniture is required this may be provided by parents, fabricated by the school's caretaker (e.g. footstool to improve writing position) or provided by county support services.

Lyndhurst School takes its responsibilities regarding the physical environment of its site with regard to those with disabilities very seriously, and whilst the older nature of the buildings makes it unrealistic that the school could ever deal effectively and safely with those with severe difficulties, the school is open to all suggestions and advice to improve accessibility and safety for disabled pupils and staff.

Three Year Accessibility Development Plan

Between the 1st April 2009 and 31st March 2012 the school is committed to:

- improving wheelchair access to the school hall, specifically by replacing present steps with ramped access.
- investigating the feasibility of installing a stair lift into the millennium building.
- undertaking a survey of written notices around the school with regard to visibility and accessibility to those visually impaired or those suffering from dyslexia.
- investigate the effectiveness of introducing coloured overlays for pupils with reading difficulties. This will have resource and training implications.
- continuing and developing our current programme of encouraging those pupils with reading difficulties. Currently there are three groups involved. Our target is to ensure that their reading age is as close to their chronological age as possible, whilst nurturing their enjoyment of reading.
- continuing and developing our summer school programme delivered to those children identified as having learning difficulties.
- ensuring that the school has adequate resources to support those with weak fine motor skills. This will involve the acquisition or fabrication of (utilising the skills of the school caretaker) such items as writing slopes, footstools; costing and acquiring specialist items such as posture cushions and pencil grips.
- INSET on teaching English as an additional language (we currently have two members of staff with EAL training one of whom will be leaving at Easter 2011).

- investigating the feasibility of installing a visual element to the current auditory fire alarm system.

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